



Manchester Elementary School

200 W. Clark St.
Pinewood, SC 29125

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 425 Students | |
| Principal | Dr. Joan Tye | 803-452-5454 |
| Superintendent | Randolph D. Bynum, Sr. | 803-469-6900 |
| Board Chair | E. Keith Schultz | 803-469-6900 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Average | At-Risk |
| 2012 | Good | Good |
| 2011 | Average | Average |
| 2010 | Average | Excellent |
| 2009 | Average | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 14 | 106 | 47 | 15 |

* Ratings are calculated with data available by 12/14/2013.

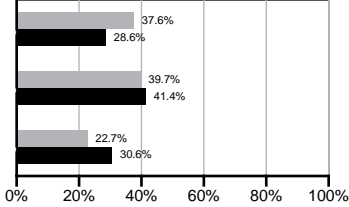
Palmetto Assessment of State Standards (PASS)

Exemplary

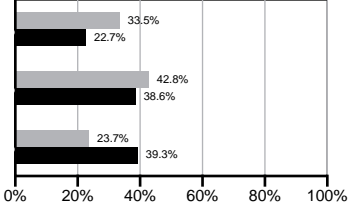
Met

Not Met

English/Language Arts



Mathematics

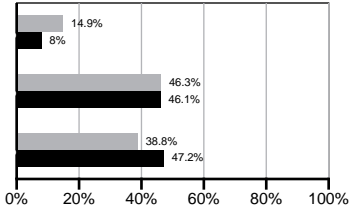


Exemplary

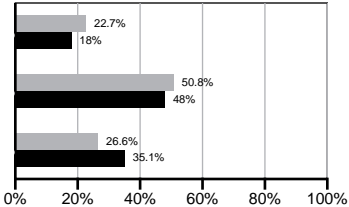
Met

Not Met

Science



Social Studies

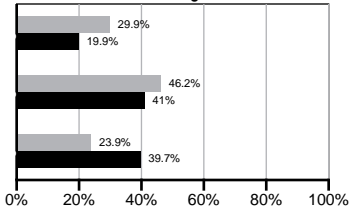


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=425) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.7% | Down from 0.9% | 1.1% | 0.9% |
| Attendance rate | 94.9% | Down from 95.8% | 95.9% | 96.3% |
| Served by gifted and talented program | 4.9% | N/A | 2.8% | 7.2% |
| With disabilities | 16.1% | N/A | 13.6% | 12.4% |
| Older than usual for grade | 2.5% | N/A | 2.9% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 64.3% | Down from 69.0% | 60.3% | 62.5% |
| Continuing contract teachers | 92.9% | Down from 96.6% | 76.8% | 83.3% |
| Teachers returning from previous year | 88.2% | Up from 86.9% | 84.9% | 88.3% |
| Teacher attendance rate | 95.2% | Down from 97.0% | 94.9% | 95.0% |
| Average teacher salary* | \$44,470 | Up 3.3% | \$46,225 | \$48,193 |
| Professional development days/teacher | 6.7 days | Up from 6.5 days | 10.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Down from 21.2 to 1 | 18.2 to 1 | 20.1 to 1 |
| Prime instructional time | 89.7% | Down from 92.5% | 89.5% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Good | Excellent |
| Dollars spent per pupil** | \$6,616 | Up 3.4% | \$8,291 | \$7,364 |
| Percent of expenditures for instruction** | 62.0% | Up from 60.1% | 67.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 61.0% | Up from 56.8% | 64.0% | 66.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Manchester Elementary School is committed to excellence; therefore, our motto is Manchester Works! Our School Improvement Council is committed to Manchester's mission and performance goals. Recently, we received The Palmetto Silver Award based on the results of our 2012 PASS scores. In addition, Manchester attained an A rating based on the state's ESEA waiver. We are able to accomplish excellence because Manchester is a great place to learn. Manchester Works! Manchester works because our students are prepared to learn and meet the challenges of each day. We strive to have a school where parents are actively involved. We work for a safe and supportive environment across the entire day whether it is on the playground, on the bus, in the hallways, or in the cafeteria.

Manchester works because teachers provide students with critical thinking skills and problem solving activities. We use test data to focus our academic intervention support and increase student achievement by remediating weak areas. We proudly offer a computer lab program, adult GED classes, student assistance program, and an academic intervention program.

Manchester works to develop good citizenship by contributing to and caring for the community. Manchester is proud to be a Positive Behavior Intervention and Support (PBIS) school and we implement OLWEUS Anti-Bullying strategies. Manchester works because our students learn by serving others through service learning initiatives such as My Community and Me, Shower Shaw with Cookies, and Career Fair activities. Our philanthropic efforts include the American Cancer Society, Relay for Life, Pennies for Patients, and the American Heart Association.

We face challenges because we have a high percentage of students living in poverty. In addition, many of our students are being raised by grandparents or other family members. We will continue to utilize research, involve our stakeholders, and focus on appropriate academic planning and instruction to continue to improve the achievement of each child attending Manchester Elementary.

Mrs. Miranda Sparks, Chairman
School Improvement Council

Joan Tye,
Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 67 | 31 |
| Percent satisfied with learning environment | 96.7% | 91% | 87.1% |
| Percent satisfied with social and physical environment | 100% | 94% | 90.4% |
| Percent satisfied with school-home relations | 90% | 92.4% | 80.6% |

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 85.2 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Manchester Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.8% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 14.2% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 19.1% | 0.0% | No |
| Student attendance rate | 94.9% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

| | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students | 654.9 | 649.1 | 611.4 | 631.3 | 100.0 | 100.0 |
| Male | 651.4 | 645.0 | 616.2 | 634.3 | 100.0 | 100.0 |
| Female | 658.2 | 653.2 | 606.3 | 628.1 | 100.0 | 100.0 |
| White | 660.4 | 663.6 | 629.4 | 630.7 | 100.0 | 100.0 |
| African American | 649.5 | 631.4 | 593.0 | 629.7 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 652.5 | 644.7 | 606.1 | 629.5 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| 2012 | 3 | 64 | 100 | 16.9 | 22 | 61 | 83.1 |
|------|---|-----|------|------|------|------|------|
| | 4 | 77 | 100 | 23.5 | 44.1 | 32.4 | 76.5 |
| | 5 | 83 | 100 | 15.7 | 40 | 44.3 | 84.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 75 | 100 | 23.2 | 26.1 | 50.7 | 76.8 |
| | 4 | 63 | 100 | 24.6 | 36.8 | 38.6 | 75.4 |
| | 5 | 80 | 100 | 19.4 | 52.8 | 27.8 | 80.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Mathematics

| 2012 | 3 | 64 | 100 | 13.6 | 27.1 | 59.3 | 86.4 |
|------|---|-----|------|------|------|------|------|
| | 4 | 77 | 100 | 25 | 47.1 | 27.9 | 75 |
| | 5 | 83 | 100 | 20 | 42.9 | 37.1 | 80 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 75 | 100 | 23.2 | 20.3 | 56.5 | 76.8 |
| | 4 | 63 | 100 | 19.3 | 54.4 | 26.3 | 80.7 |
| | 5 | 80 | 100 | 26.4 | 54.2 | 19.4 | 73.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Science

| 2012 | 3 | 32 | 96.9 | 34.5 | 37.9 | 27.6 | 65.5 |
|------|---|-----|------|------|------|------|------|
| | 4 | 77 | 100 | 33.8 | 61.8 | 4.4 | 66.2 |
| | 5 | 42 | 100 | 25 | 52.8 | 22.2 | 75 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 37 | 100 | 42.4 | 36.4 | 21.2 | 57.6 |
| | 4 | 61 | 100 | 35.7 | 48.2 | 16.1 | 64.3 |
| | 5 | 39 | 100 | 38.2 | 50 | 11.8 | 61.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 33 | 93.9 | 13.3 | 30 | 56.7 | 86.7 |
| | 4 | 77 | 100 | 26.5 | 48.5 | 25 | 73.5 |
| | 5 | 41 | 100 | 23.5 | 52.9 | 23.5 | 76.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 38 | 100 | 19.4 | 55.6 | 25 | 80.6 |
| | 4 | 63 | 100 | 24.6 | 56.1 | 19.3 | 75.4 |
| | 5 | 41 | 100 | 34.2 | 36.8 | 28.9 | 65.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 81 | 100 | 9.9 | 56.3 | 33.8 | 90.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 76 | 100 | 26.8 | 31 | 42.3 | 73.2 |
| | 4 | 65 | 92.3 | 20.4 | 55.6 | 24.1 | 79.6 |
| | 5 | 80 | 96.3 | 21.4 | 55.7 | 22.9 | 78.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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